**STUDENTS’ SPEAKING ACHIEVEMENT OF SCRIPTED AND UNSCRIPTED ROLE-PLAY IN SMK 4 BANJARMASIN**

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**Abstract**

Foreign language students must be the most honest and can be difficult to teach. Roleplaying is a technique that teaches students to speak in the real world. The purpose of this study is to find out if there is a significant difference in the achievement of speech between students taught in the written role and those taught in roleplay without explaining the students in Prasomskusa in 2019/2020. It was that. Using quasi-experimental experience, the sample group used in this study consisted of 65 students. In collecting the data, researchers used word tests. Note that the t-test calculations for both categories show that the significance value (2 tails) is higher than 0.886 (the significance level of the study) of 0.05. This means that the latter result is not significantly different. The null hypothesis (Ho) was accepted and the alternative hypothesis (Ha ) Can be said to have been rejected. Therefore, it is advisable to use an English teacher. Non-specific roles and alternatives that help students improve vocabulary and role-playing abilities, especially in teaching and learning.

**Keywords:***Unscripted Role-play, Role-play, Scripted Role-play, Speaking, Students’ Speaking Achievement.*

**INTRODUCTION**

No one alone Since people are social creatures, they need to exchange messages with partners for a specific purpose. In other words, they have to communicate with others. The means of communication speak. Some students have problems learning English, especially speaking. Based on the researcher's experience, when SEA teachers note from Thailand while implementing a training program (PPL / 2019) on SMK Negri 4 Banjar device, many students find it difficult to say. Many problems that prevent students from speaking English, such as lack of vocabulary, grammar, pronunciation, practice and confidence in speaking English.

According to Hattings (1993), based on his notes in conversation lessons, role-playing games seem to be an ideal activity for creative English students. The purpose of this method is to stimulate conversation situations in which students can find themselves and give them the opportunity to practice and develop communication skills. Role-playing is a more generous choice for all teachers to improve student performance in speaking in communication classes. On the other hand, role-playing games tend to be less used because they are complex and put a lot of pressure on students and it is necessary to immediately adjust the conversation with a little practice.

**Speaking**

Spoken language is one of four language skills. This is a manufacturing skill in the sense that speakers produce sound from language. Basically, voice should be used for two-way communication. Speakers and listeners discuss the meaning of what they are saying. Razavi (2006) argues that speech is an interactive communication process involving speakers and listeners. During the course of communication, speakers and listeners need to learn to set up a conversation. Use another representation method. Explain your thoughts in words. Keep talking to develop ideas and logic.

**Role-play**

Role-playing is a technique that allows students to play for others or for themselves and include situations in dialogue, such as drama. On the other hand, according to Huang (2008) Brown (2001), role-playing involves assigning a minimum number of roles to one or more members and setting goals or objectives for the participants. Brown also suggests that role-playing can be played by one person, partner or group, and each person can be assigned a role to achieve the goal. In addition, France (1976) shows that students enjoy and enjoy role-playing roles in terms of developing communication skills, creative thinking, social development, voluntary thinking, verbal expression, value development, and drama evaluation.Ensure that you can follow Byrne (1986, p. 122) to play roles, and can be divided Into two types of role-playing games. Attitudes and positions without role-playing

**Scripted Role-Play**

Byrne (1978) says role-playing is an activity in which students have to work in pairs or small groups for conversations written in textbooks. This type includes the interpretation of textbook dialogues and the reading of text in the form of letters. However, the main function of the message is to convey the meaning of the language list in a memorable way.

**Unscripted Role-Play**

According to Bryne (1978), the act of unregistered role play is not a textbook. But is a method of teaching that speaks to students who know the situation This technology is called free or improvised RPG game. Students themselves have to decide which language to use and how to develop their dialogue. To do this, teachers and students must be properly prepared. Students need to create their own dialogue and make it a real situation. No messages yet

**Achievement**

Success is the achievement or achievement of something by effort, or the achievement of something by effort, skill, or courage (Oxford University Press, 2011). From the work of Tinambunan (1988:149) success is understanding. Students are associated with a certain amount of knowledge or skills in a particular skill.

**METHODOLOGY**

The study uses the semi-experimental study design. In this study, the researchers set two goals. One group was considered an experimental class that received treatment. But not control class The control class is created as a comparison. Therefore, you can see the treatment results clearly. With this design you can see the comparison between the two groups. In this study, only post-test design was used. This is the type of experimental design in which the test unit is determined randomly between the experimental group and the control group. The experimental group was treated and measured in both groups.

**Respondents**

This study used a group of SMKN 4 Banjarmasin Mathayom 4 students during the 2019/2020 academic year. Not only did the students have the same qualifications, but the researchers also chose a random sample. However, the test retains the same results based on the student's results in the English educator file. There are three classrooms where students receive qualifications as well as qualifications. The investigator then randomly selects a sample and selects the test and control type. Information was obtained from student exams in English, especially academic achievement in speaking. An example is taken from the 11th of SMKN 4 Banjarmasin.

**Instrument**

In this study, researchers used observation tests and documentation to gather information about students' knowledge after treatment. The tests are in the form of oral tests. In text-based role-playing games, the rules and vocabulary of reactions are modified from Frenkel's data (2006: 120). But must observe specific behavior only But also assessing certain behaviors that occur In this study, the notes were based on the lesson plan to determine how students should teach and teach. Since the lesson plan must be consistent with the curriculum, the researcher then uses it as a document to create lesson plans for experimental and control classes.

# *Table 1.Scoring Rubric of Speaking*

|  |  |  |
| --- | --- | --- |
| **Aspects of speaking** | **Rating scales** | **Description** |
|  | **4** | Always derivation though one is cognizant of a definite hypernym. |
| **Pronunciation** | **3** | Speech matter necessitate concentrated perception and occasionally lead to comprehension. |
|  | **2** | Very challenging to catch because of pronunciation matter. Must rarely be asked to recurrence. |
|  | **1** | Spoken language problem so strong as to  make vocabulary virtually unintelligible. |
|  | **4** | Deceleration of lexicon seems rather strongly impressed by language difficulties. |
| **Fluency** | **3** | Speed and communicatively rather strongly  affected by language difficulties. |
|  | **2** | Usually indecisive; often influenced into silence  by verbalize limitations. |
|  | **1** | Speech is so unfit and fragmentary as  to make spoken communication virtually unworkable. |

Final score:   Obtained score   x 10

**Procedures**

The researchers collected data in three ways. The documentation, data tables, and tests were first made by researchers to find out that when drawing up lesson plans for both experimental and supervised classes, there is no curriculum, because lesson plans must be consistent with the curriculum. it was Second, use observation sheets in teaching and learning in both the experimental and control categories. It defines how students perform unwritten textual role-playing techniques. The notebook is divided into four parts according to the teaching method. The first part is preparing how the teacher prepares the media before starting the educational process. The second part is preliminary preparation of teachers on how to stimulate the student's education through relevant experiences. In the third part, there is activity when the teacher uses text technologies, and there are no programs to help the teacher explain the content. The final section is a broadcast that shows teachers through text RPG and content review without programming. Finally, after the test, tests of teachers in the control group without a written role in treatment and in the experimental group without a written role were conducted. The results were recorded by both residents. With the student's score, the researchers use the T-test to calculate the score, identifying significant differences between speech using textual and non-written role-playing techniques.

**Data Analysis**

The data obtained was represented in the attribute of report statistics which included percentages and means. The following are the steps for diagnose the test carried out through these steps:

1. The grading system was developed by the researcher to rate speaking test conducted for the investigation to obtain the data.
2. After student’s post-test score were deliberated using the indicators above, the large indefinite amount are interpreted reported in the table below:

# *Table 2.The Scoring Table of SMKN Negeri 4 Banjarmasin*

|  |  |  |
| --- | --- | --- |
| **No.** | **Score** | **Category** |
| 1 | 90 – 100 | Excellent |
| 2 | 80 – 89 | Very Good |
| 3 | 70 – 79 | Good |
| 4 | 60 – 69 | Fair |
| 5 | 50 – 59 | Poor |

1. To analyze students’ achievement, the researcher used the KKM (KriteriaKetuntasan Minimal) of SMKN Negeri 4 Banjarmasin.
2. Analyzed the significance, experimental research examines the quality between the two groups to measure whether there were a **statistically significant**. This is the basic rules of t-test: If the value of sig. (2 tailed) <0.05, there was a considerable difference between the results of the post-test in the experimental class and the control class. And if the value of sig. (2 tailed) > 0.05, there was no significant difference connecting to the post-test statements in the experimental class and the control class.
3. After forecasting the t-test, the researcher stared at the results. Sig value (2 tailed) was <0.05 or >0.05 to see whether there was a significant differential between the post-test ending in the experimental class and the control class. After that, the researcher cogitates the hypotheses.

**FINDINGS AND DISCUSSIONS**

***Findings***

# *Table 3.The Result of Post-test in Experimental Class*

|  |  |  |  |
| --- | --- | --- | --- |
| **Score** | **Category of Score** | **Frequency** | **Percentage** |
| 80 | Very Good | 16 | 48.5% |
| 70 |  |  |  |
| 60 | Good | 16 | 48.5% |
| 50 |  |  |  |
| 40 | Average | 1 | 3% |
| 30 |  |  |  |
| 20 | Fail | 0 | 0% |
|  | **Total** | 32 | 100% |
|  | **Average** |  | 62.4 |

Based on the ressult above, in experimental class, no student who were categorized in the fail form. There was only 1 student with a percentage 3% on the fair category. There were 16 students categorized into basic/good and 16 students categorized into the highest category with percentage 48.5% for both of the kinds. The average post-test score in the experimental class was 62.4 and it still did not extend the proper standard.

# *Table 4. The Result of Post-test in Control Class*

|  |  |  |  |
| --- | --- | --- | --- |
| **Score** | **Category of Score** | **Frequency** | **Percentage** |
| 80 | Very Good | 11 | 34.4% |
| 70 |  |  |  |
| 60 | Good | 13 | 40.6% |
| 50 |  |  |  |
| 40 | Average | 8 | 25% |
| 30 |  |  |  |
| 20 | Fail | 0 | 0% |
|  | **Total** | 32 | 100% |
|  | **Average** |  | 62.8 |

As a result, the control level has not yet reached the ideal score for SMKN 4 Banjar. After the subsequent investigations in control's class, no students fall into the lower category. In the exhibition category, 25% have 8 students, while 40.6% have 13 students in a good category. In the highest category, this index is 34.4%, including 11 students. The scale value after the test for the control group is 62.8.

The t-test results showed that the significance (Song Koi) was 0.886, which is higher than the significance level (0.05) found in this research. Therefore, this means that there is no significant difference between the statements after the test. The results showed that students of SMK Negri 4 Banjar Machine were less efficient (role playing). Although there are no significant differences But it can be cogitated that SMKN 4 Banjarmasin can be trained by using both script and role-playing scripts because the average score has been recovered.

***Discussions***

The student was treated three times. Is the purpose of this study directed at role-playing or role-playing students as characters? Classes have a lot of processing, experimental categories have unwritten roles, and control classes have written roles. This consideration was generated to avoid bias between the 2 Two types of group. This role-play article is designed to prepare teachers for occupations and interactions that teachers will distribute to students. The main purpose of this technique is to validate the student's ability to speak while performing the role.

There are many reasons why this treatment is not up to school standards. First of all, this solution is new to the students, so I am worried about role-playing in front of the class. The effect of anxiety on the work of researchers. We interviewed many students with average scores. According to Fuller (2018), some introverts feel uncomfortable with role-playing because they have to show one character in front of the class. Not everyone is happy with the situation. Role play and it can affect student performance. Students may be shocked at the concept of what they see in a conversation and may worry about training while learning light exercises. ..

Secondly, the lack of vocabulary. When students create a conversation, some students still do not understand the purpose of the conversation and ask the teacher to translate each word into their own language. (Indonesia) The next student should use a dictionary to translate English words. Thirdly, the study was conducted in just three meetings, so we did not have enough time to get used to this technology. He remembers exactly how he wrote and accepted the role of to Avan (2019), and does not know how to change state to it. Students with minor vocabulary showed poor grades in courses related to different languages. College of Literature and Translation Skills

Based on the above experiments, the advantage of writing Zero for students in this study is that students prefer to play a role because they have already written dialogs and think they won’t. .. The weaknesses discovered by the researchers write scripts that are time-consuming. Some students find it difficult to remember conversations other than their own.

The benefit of role-playing in this article is that students are ready to respond to undiscovered role playing techniques, new and innovative learning strategies. They are more motivated to develop speeches so they can express their opinions. The researchers found that playing written and unwritten roles is a weakness in education and training. The first is administrative time, when students have time to prepare and practice. Explaining technology is a problem, because then you need to refine the technology so that students can understand it. Overall, however, this method is very helpful for English teachers to create a good atmosphere in the classroom and for the students, making this exercise the most collaborative learning and teaching experience in the classroom.

From the previous analysis, there was no significant difference between education, role play, and speaking. However, the teaching and learning process is fun and allows students to collaborate more. Finally, teachers can do real work through role play, so students can try to find ways to play the role in different ways. You also get a new vocabulary from conversations and messages.

**CONCLUSIONS AND SUGGESTION**

**Conclusion**

According to the information received, the researchers published information among students in experimental classes that were trained using role-playing games without script and the grades of students in the control class received using scripts. After the test We conclude that there are no statistically significant differences in test results. You can see from the CGPA results after testing both chapters. The average score for the test row is 62.8. On the other hand, the scale value score of the control class is 62.4. The Sage value (2 tails) is 0.886, which means there is no significant difference between the experimental and control categories after the test results (2 Koi)> 0.05 There was no significant difference between test results after testing and the control group.

**Suggestions**

First SMKN 4, my English teacher. Banjarmasin Students should continue to use scripts and roles without scripts as teaching methods for teaching alternative education and daily learning so that they can play a specific role in real life. I recommend this. Further, students of SMKN 4 Banjarmasin nare. A review of creating and writing role-based applications is a good technique that allows students to communicate confidently with many people. Third, it is recommended that all English language learners are encouraged to use their implicit, written and unwritten roles to improve their speaking skills and strategize skills. The last group of independent presentations is intended for other subjects because the methodology is very useful for English teachers, creates a good atmosphere in the classroom and makes students more active in teaching and learning in the classroom. Other levels, which could be used by future researchers, offer additional research on similar topics, starting with research at different levels and numbers of students.

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